

Figure G.1

Applying the Two-Question Validity Test

Purpose: To apply the two-question validity test to your assessments.

Directions: Test your unit assessments using the following question prompts.

Stage 1 Desired Results:

Stage 2 Evidence:

	Very likely	Somewhat likely	Very unlikely
1. How likely is it that a student could do well on the assessment by—			
• Making clever guesses or parroting back or “plugging in” what was learned, with accurate recall but limited or no understanding?			
• Making a good-faith effort, with lots of hard work and enthusiasm, but with limited understanding?			
• Producing a lovely product or an engaging and articulate performance, but with limited understanding?			
2. How likely is it that a student could do poorly on the assessment by—			
• Failing to meet the requirements of this particular task while nonetheless revealing a good understanding of the ideas?			
• Not being skilled at certain aspects of the task, but those skills are <i>not</i> central to the goal or involve outside learning or natural talent (e.g., require acting or computer ability unrelated to Stage 1 goals)?			

“Very likely” means that the assessment is not aligned with goal(s).

A matrix for building, self-assessing and peer reviewing local assessment:

Task Demand	1. <i>Item</i> : no process and real task analysis needed: a selected-response or simple fill-in test item.	2. <i>Simple script</i> : a routine, scaffolded constructed-response task of a few steps. The process should be familiar & straightforward, even if there are various steps and ways to proceed.	3. <i>Complex process</i> : A non-routine, unscaffolded performance task. Task analysis, creation of process, self-assessment, and self-adjustment are all required.
Inference Demand			
A. <i>Recall</i> : Accurate memory of the appropriate content is all that is required for success on the question/task.			
B. <i>Simple inference</i> : the content of the question requires straightforward inference, and the desired response should be 'obvious' and easy for learners to provide.			
C. <i>Complex inference</i> : the question requires considerable thought: it is not obvious what past learning or process is called for - i.e. strategic thinking is required; and the task involves many steps of inference and putting ideas and facts together logically.			

Directions: for each assessment question/item/task, rate its rigor in terms of two dimensions: task difficulty, and inferential difficulty.

You can -

- place the number or name of each question/task in the appropriate cell of the matrix
- place the number of total questions corresponding to each cell. E.g. There are 8 questions coded A.1., 4 questions coded A.2., 6 questions coded B.1., etc.
- list each question/task and provide its code on a blank sheet of paper - e.g. Question #1 = A.1., Question #2 = B.3., Question #3 = A.2., etc.